

ENHANCING LISTENING SKILLS THROUGH STORY-BASED ACTIVITIES FOR VOCATIONAL STUDENTS IN YOGYAKARTA

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Abstract: This research investigates the development of story-based listening activities for vocational students in Yogyakarta using the ADDIE model. The study involved sixty-six vocational students and employed qualitative and quantitative methods. The focus on vocational students is crucial because their learning needs are centred around acquiring practical, career-related language skills. Story-based activities and research instruments were designed to address real-world scenarios relevant to vocational education, ensuring the learning experience is both engaging and applicable to their future careers. Qualitative data from interviews, classroom observations, and open-ended questionnaires revealed that students found story-based activities engaging and motivating. Quantitative data from pre- and post-implementation questionnaires and tests showed significant improvements in listening comprehension, with 63.6% of students reporting increased confidence in understanding native speakers. The story-based approach provided a practical and enjoyable learning experience, making it particularly suitable for vocational high school students who benefit from active and contextually relevant learning methods.

Keywords: *Educational activities, English language for Vocational, Listening skills, Story-based learning*

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INTRODUCTION

In the contemporary era of globalization, proficiency in English has become indispensable for professional and academic success. As English is the dominant language in international business, science, technology, and many other fields, mastering it is essential for effective communication and participation in the global community (Wright, 2016). Despite its significance, traditional English teaching methodologies, such as rote memorization of vocabulary and grammar rules, as well as drills focused on sentence structure, often fail to engage students effectively, particularly in vocational high schools where practical skills are prioritized. According to Harmer (2007), traditional methods that emphasize rote learning and grammar drills often do not resonate with students who benefit more from interactive and contextually relevant activities.

This research identifies the necessity for innovative teaching strategies that not only captivate students' interest but also address their practical learning requirements. Story-based activities, renowned for their motivational and engaging qualities, are proposed as an appropriate approach to enhance students' listening skills. Stories, with their narrative structures, provide a natural context for language use and can significantly improve listening comprehension (Ginting, 2023). Thus, it is crucial to develop, implement, and evaluate these activities, thereby providing a practical and enjoyable learning experience.

This research exposed three points: first, to analyze the English learning needs of Vocational Students in Yogyakarta; second, to develop story-based activities tailored to enhance the listening skills of these students; and third, to implement and evaluate the effectiveness of these story-based activities in improving students' listening comprehension and engagement in English lessons. The impetus for this study arises from the increasing importance of English as a global language and the challenges posed by traditional teaching methods, which often emphasize rote memorization, grammar drills, and theoretical knowledge in vocational high school settings. English, as the world's second most spoken language, is crucial in various professional fields. Effective communication in English is a fundamental skill for vocational students preparing for the global workforce. However, these methods focus on passive learning and do not incorporate practical applications, often fail to engage students in real-world contexts, resulting in low motivation and limited language retention (Brown, 2007). English, as the world's second most spoken language, is crucial in various professional fields. Effective communication in English is a fundamental skill for vocational students preparing for the global workforce.

The literature review for this study encompasses several key areas. Firstly, it examines the role of English in globalization. As Wright (2016) points out, English has become the dominant language for international communication, education, and business. Proficiency in this language is indispensable for accessing educational and employment opportunities. This is particularly relevant for vocational students who need strong language skills to succeed in the global job market. Secondly, the review explores the challenges inherent in traditional English teaching. Conventional teaching methods, which often emphasize rote learning and theoretical instruction, do not align with the practical learning styles of vocational students. These methods frequently result in disengagement and inadequate language acquisition (David, 2010).

Thirdly, the benefits of story-based learning are highlighted. According to Moosazadeh & Motallebzadeh (2017) stories are highly motivational, challenge students, and create a positive attitude towards learning. They provide real-life contexts for language use, making learning more meaningful and memorable. Stories, with their inherent narrative structure and engaging content, can captivate students' attention and facilitate deeper understanding and retention of language concepts. Furthermore, stories can be tailored to reflect students' interests and experiences, thereby enhancing their relevance and impact (Thi Lan Anh, 2021).

Fourthly, effective strategies for teaching listening are discussed. Listening is a foundational skill that supports the development of other language abilities, such as speaking, reading, and writing. However, listening instruction is often neglected in traditional classrooms. Methods such as story-based activities can make listening

practice more dynamic and relatable, thereby improving students' overall language proficiency (Aly, 2021) By integrating listening tasks into engaging stories, teachers can create a more immersive and effective learning environment.

In addition to enhancing listening skills, story-based learning can foster a more interactive and collaborative classroom environment. Group activities and discussions based on story content encourage students to practice speaking and improve their conversational skills (Uzun, 2023). This approach also supports the development of critical thinking and creativity, as students analyze story elements and create their own narratives. The integration of multimedia elements, such as audio recordings and videos, can further enrich the learning experience and cater to different learning styles (Abdollahpours & Maleki, 2012)

Furthermore, incorporating technology in story-based learning can offer additional benefits. Tools such as digital storytelling platforms, language learning apps, and online collaborative tools can provide varied and interactive ways for students to engage with the content (Smeda et al., 2014). These technologies can also facilitate differentiated instruction, allowing teachers to tailor activities to meet diverse student needs and learning paces (Tomlinson et al., 2003) Research also suggests that language proficiency is a critical factor influencing academic success and long-term educational outcomes, with implications for teaching practices and curriculum design (Sadeghi et al., 2013).

In conclusion, this research aims to contribute to the field of English language education by demonstrating the effectiveness of story-based listening activities in a vocational high school context. The novelty of this study lies in its focus on integrating interactive, contextually relevant listening activities tailored to the needs of vocational students in Yogyakarta. While traditional English instruction often overlooks listening skills, particularly in vocational settings, this research proposes an innovative approach to enhance listening comprehension through engaging and practical story-based methods. The urgency of implementing story-based listening activities for vocational school students arises from the need to prepare them for real-world communication in their respective fields, where English proficiency is increasingly vital. This approach aligns with vocational school curricula, which emphasize practical skills and real-world applications, making the integration of story-based listening not only relevant but essential. By addressing the specific needs of vocational students, this study aims to offer valuable insights for educators and policymakers, demonstrating the potential of story-based approaches to improve English language instruction in vocational education. Ultimately, the research seeks to equip students with the necessary language skills for success in a globalized world, enhancing their academic performance and career prospects.

METHODOLOGY

This section outlines the approach taken in the research to discuss and find answers to the research questions. It includes the research plan, population and sample, data collection and instrumentation, and data analysis.

Subjects

The research population consists of eleventh-grade students at Vocational School 3 in Yogyakarta. The sample includes 66 students from two classes, specifically selected to represent a diverse range of learning abilities, backgrounds,

and gender differences. The students vary in their learning abilities, with some exhibiting strengths in language comprehension while others face challenges in language acquisition. Additionally, the group represents a variety of socio-economic and cultural backgrounds, which can influence their learning experiences and perspectives. Gender differences are also considered, as they may play a role in how students engage with language learning activities. The focus on vocational high school students ensures that the findings are relevant to this specific educational context, where practical skills are prioritized alongside academic learning. By including such a diverse group, the study aims to explore how different learning abilities, backgrounds, and gender differences affect the outcomes of story-based listening activities in vocational education.

Design and Procedure

The research employs a Research and Development (R&D) approach, focusing on the development of story-based listening activities for Vocational Students in Yogyakarta. The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) guides the research process (Branch, 2009). The analysis phase involves identifying students' needs and challenges in learning English. Analysis: The needs and challenges of vocational students in learning English are identified through surveys, interviews, and observations. Design: Story-based listening activities are created and tailored to the students' needs and learning preferences. Development: The activities are produced, refined, and piloted with a small group of students. Implementation: The finalized activities are applied in the classroom, with teacher observation and student engagement monitored. Evaluation: Feedback and performance analysis are gathered to assess the effectiveness of the activities and identify areas for improvement.

Data Collection and Instrumentation

Data collection involves both qualitative and quantitative methods. The qualitative data is gathered through classroom observations, interviews with teachers and students, and open-ended questionnaires. These instruments help in understanding the students' perspectives, needs, and experiences in learning English. Quantitative data is collected using close-ended questionnaires and a final test to measure the improvement in students' listening skills after the implementation of the story-based activities. The final test serves as a critical part of the data collection process to evaluate how effectively the activities enhanced the students' listening comprehension. The research instruments include:

1. Open-Ended Questionnaires: These questionnaires were designed to gather detailed information about students' interests, needs, and experiences in learning English. The questionnaires consisted of 10 questions that explored students' perceptions of English learning, their engagement with the subject, and their preferred learning methods. The primary objective of using this instrument was to conduct a Needs Analysis (as part of the Analysis phase of ADDIE) to identify the specific language learning needs and preferences of vocational students. This data helped shape the development of story-based activities that would be both engaging and effective for the students.
2. Close-Ended Questionnaires: The close-ended questionnaires consisted of 15 items focused on gathering quantitative data related to students' progress and

engagement with the story-based activities. These items were designed to measure students' levels of comprehension, participation, and overall engagement with the activities. The objective of this instrument was to assess the Effectiveness of the story-based activities in enhancing students' listening skills and language proficiency, which aligns with the Implementation phase of ADDIE.

3. Classroom Observations: Classroom observations were conducted during the implementation of the story-based activities to assess their impact on students' learning behaviours. The observations focused on student engagement, participation, and interaction during the activities. The objective of this instrument was to evaluate the Delivery of the activities and gather qualitative insights into how the activities affected student motivation and involvement in the learning process.

4. Interviews: Semi-structured interviews were conducted with both teachers and students to gain deeper insights into the effectiveness and reception of the story-based activities. The teacher interviews focused on their experiences implementing the activities, while student interviews explored their perceptions of the activities' relevance and impact on their learning. The objective of these interviews was to provide qualitative feedback on the Evaluation phase of ADDIE, helping to identify strengths and areas for improvement in the story-based activities.

5. Used to assess the improvement in students' listening skills after the story-based activities have been implemented, providing a measurable outcome of the activities' effectiveness.

Data Analysis

The qualitative data from the open-ended questionnaires, interviews, and classroom observations is analysed using thematic analysis. This involves identifying common themes and patterns in the responses to understand students' needs and experiences better. The quantitative data from the close-ended questionnaires and final tests is analysed using descriptive statistics to measure the improvement in students' listening skills. Descriptive statistics typically includes measures such as mean, median, mode, and standard deviation to provide an overview of the data and quantify changes in students' performance before and after the intervention. To ensure the validity and reliability of the research, the following steps are taken:

1. Triangulation: This approach combines multiple data sources—questionnaires, interviews, observations, and final tests—to cross-verify the findings. Triangulation helps to address the research objective by ensuring that the results are consistent across different data collection methods, providing a more comprehensive and reliable understanding of how story-based activities impact students' listening skills.

2. Expert Judgment: Involving experts in English language education to review and validate the story-based activities and the research instruments. Expert judgment was employed to review and validate the research instruments and the story-based activities. Two experts were involved in this process: one expert in English language education reviewed and validated the research instruments (questionnaires, interview protocols), while another expert in instructional design evaluated the story-based activities. The expert in English language education assessed the clarity, relevance, and appropriateness of the instruments, ensuring they addressed the research objectives effectively. The expert in instructional design evaluated the story-based activities for their pedagogical soundness, relevance to vocational education, and engagement potential. The procedures involved providing both experts with the

instruments and activities, asking for feedback on their content and alignment with the study's goals. Based on the expert feedback, the instruments were revised to improve clarity, particularly simplifying the language of the questionnaires. The story-based activities were also adjusted to make them more context-specific to vocational education, ensuring they were both engaging and applicable to the students' learning needs.

3. Pilot Testing: Conducting a pilot test of the story-based activities and questionnaires with a small group of students to refine the tools and methods.

FINDINGS AND DISCUSSION

This section presents the research findings, encompassing the results of the needs analysis, the course grid, the storyboard, the initial draft of the story-based listening and speaking materials, as well as the outcomes of expert evaluations and subsequent revisions.

The Results of Needs Analysis

The needs analysis was conducted to gather information of target needs and learning needs. The researcher distributed the needs analysis questionnaire to the students and conducted it to determine information about students' characteristics and experience in EFL learning prior to the use of story-based listening and speaking, their preferences in listening story and experience in learning English, and their progress after the implementation of story-based listening and speaking. To ensure student progress, the researcher conducted questionnaires with the students twice during the needs analysis. The complete results of the needs analysis are presented below.

The Instrument for Need Analysis

The instrument for need analysis was created prior to performing the need analysis. The questionnaire was used as the tool. The need analysis form, which included thirty items, was created using the previously created blueprint. The blueprint was created in accordance with Tomlinson, Hutchinson and Waters, and Pinter's ideas on creating materials. The blueprint is shown in the chart below.

Table 1. The blue print of the first questionnaire

The purpose of the questions	Number of items	Question number
To get information related to the students' profile and characteristic	3	2, 3, dan 4
To get information related to the students' background knowledge	2	8 dan 9
To get information related to the students' interest	1	1
To get information related to the students' needs about listening and speaking task	3	6, 7, dan 10

The questions were designed to determine the learners' and their learning needs. The ten questions were designed to elicit information about the students' previous

background knowledge, interest in English, learning style, need for speaking and listening tasks, and demands.

Target Analysis

The need analysis detailed findings were given in two sections. The first section described the students’ interests, needs, characteristics, and experience in EFL class and the second section distributed to students after story-based listening and speaking in an EFL class.

The Description of the learners

The needs analysis questionnaire was distributed to the students. They were between the ages of sixteen and eighteen, however the concerns are indeed addressed by two courses since the concept is only used by two classes. As a result, at least 66 students responded to the questionnaire.

Table 2. Data of the respondents

Group	Number of Students	Age
VII graders	66	16-18

Target Needs

According to Hutchinson and Waters (1987) target needs are what the learner needs to do in the target situation. The first questionnaire's results were applied as the framework for developing listening and speaking material for a story-based program targeting students in Vocational School in Yogyakarta. The table below represents the learning needs of Vocational Students in Yogyakarta, in addition to the students' attitudes about English lessons.

Table 3. The result of the students interests, needs, characteristics, and experience in EFL class

No.	Classification	Question
1.	Interest	If you like sharing a story, tell me why you like to tell a story?
2.	Needs	Why did you choose that answer (based on the previous question) What makes you enjoy to study English? In your perspective, what makes EFL classes beneficial?
3.	Characteristics	Do you appreciate your teacher sharing their personal experience? What are your perspectives on listening and telling a story? What is the point of telling stories?
4.	experience in EFL class	What are the challenges in listening and speaking during an EFL (English for language) class? How would you define your EFL class learning experience?

Information acquired regarding students' interests, needs, characteristics, and experience in EFL class was obtained from the table above. The students will answer all the questions in their own words, allowing the teacher to analyse all the students' data to generate educational material.

Hutchinson and Waters (1987) state target needs as what the learner needs to do in the target situation. Target needs include three aspects: necessities, necessities, wants, and lacks. The explanation of target needs is written below:

Necessities

Hutchinson and Waters (1987) states that necessities are what learners must know to function effectively in the target situation. The table that follows demonstrates the students' listening and speaking goals.

Table 4. The Students' goals of story-based learning listening

Question	Items	N	F	Percentage
My goals in learning listening are... <i>(you may choose more one answer)</i>	Able to increase my skill for understand bilingual communication.	66	11	16.6%
	Able to increase knowledge about the use vocabulary and pronunciation correctly.	66	10	15.5%
	Able to understand native speaker correctly.	66	42	63.6%
	Able to answer all questions according to listening section/ voice questionnaire/ interview.	66	3	4.5%
	Others	66	0	0%

In reference to the students' goals in learning listening. Table 4 shows that the main goal of this learning by the students is to increase knowledge about able to understand native speaker correctly (63.6%).

Listening demonstrates that students accurately comprehend the native speaker, which can be developed through storytelling, and speaking demonstrates that students are interested in learning bilingual communication skills.

Lacks

According to (Hutchinson and Waters, 1987) Lacks refer to the gap between the learners' existing knowledge and their target of proficiency. It is relevant to the knowledge gap between what learners already know and what they need to know. The tables below indicate the students' perspective on their English competence level as well as their listening and speaking challenges.

Table 5. The Students' perspectives on their English listening proficiency level.

Question	Items	N	F	Percentage
In general, my listening ability is currently at the level of ...	a. beginner, listening to simple sentences and texts with topics related to daily life	66	60	90.9%
	b. intermediate, listening to long or complex sentences and story by paying attention to the rules of grammar even though they are not correct yet	66	4	6%
	c. advanced, listening to various kinds of sentences and information by paying attention to the rules of grammar fluently and accurately	66	2	3%

According to the table above, the majority of students listening skills was at the beginner's level (90.9%). nevertheless, they are able to comprehend simple.

Table 6. The rtudents' difficulties in listening

Question	Items	N	F	Percentage
The difficulties that I face in listening are (you may choose more than one answer)	a. comprehending the meaning of a bilingual conversation or short dialog.	66	1	1.5%
	b. selecting the right answer based on the audio record on the listening segment provided and comprehending each explanation from the teacher	66	4	6%
	c. determining vocabulary based on an audio recording or the teacher's instructions	66	25	37.8%

d. analyzing long information or story from the teachers, other students, and audio record.	66	36	54.5%
e. others	66	0	0%

The table above shows that the students mostly faced difficulties in two areas. The first is analysing long information or story from the teachers, other students, and audio record (54.5%) and the second is determining vocabulary based on an audio recording or the teacher's instructions (37.8%).

According to the teacher's interview, most students had difficulty grasping extensive material during the listening session or activity that requires too much listening. The researcher then developed questions about processing extended material or stories from teachers, other students, and audio recordings, as well as selecting vocabulary based on an audio recording or the teacher's instructions.

Wants

Table 7. The Topic that students wants in listening story-based

Question	Items	N	F	Percentage
The topics that I'm keen on learning in Listening Story-based are	a. Daily activity	66	10	15.1%
	b. Personal conversation (diary/ deep talk/dream)	66	16	24.2%
	c. Inspirational figure/stories.	66	25	37.8%
	d. Based on lks or English book from school.	66	15	22.7%
	e. Others	66	0	0%

The table above displays students' wants in learning Listening and speaking Story-based. Most of them chose to Inspirational figure/stories (37.8%), Personal conversation (24.2%), and based on LKS or English book from school. (22.7%). Based on the interview with the teacher, the researcher is recommended to give various topics in developing listening and speaking materials. Therefore, the researcher used the three topics that most students chose. The texts were inspired and adapted by many sources on the internet and journals.

Table 8. The students' expectation after learning listening story-based material

Question	Items	N	F	Percentage
The improvement that I expect after learning Listening, I am be able to (You may choose more than one answers)	a. understands daily conversation in English well and answer every question based on the speaker given correctly	66	12	18.1%
	b. Understand the speaker and fluent English speakers from grammar, pronunciation, and the way words convert into the appropriate meaning for the context.	66	31	46.9%
	c. Enhance my listening and speaking abilities.	66	8	12.1%
	d. Use language features in daily life	66	15	22.7%
	others	66	0	0%

As seen in Table 8, most of students (46.9%) expected to be Understand the speaker and fluent English speakers from grammar, pronunciation, and the way words convert into the appropriate meaning for the context.

Therefore, the researcher provided additional activities for each topic or concern to help students in improving their listening and speaking skills using a story-based approach.

Table 9. The design of activity

Question	Items	N	F	Percentage
I like an activity that....	a. Support with outdoor activities	66	3	4.5%
	b. put so many group activities	66	5	7.5%
	c. There will be less presentation and theoretical activities since there will be more active	66	30	45.4%

	discussion activities.			
d.	includes fun activities and ice breakers, as well as quizzes with point rewards.	66	28	42.4%
e.	others.	66	0	0%

According to table 9, students liked an activity that less presentation and theoretical activities since there will be more active discussion activities. Additionally, according to an interview with the teacher, students enjoy the exercise that requires them to be conversational rather than simply focus on the content that is provided. They preferred to be involved in activities that engaged them or merely to be present to demonstrate their enthusiasm by providing an opinion, making or creating something.

Learning Needs

Learning needs are the list of knowledge that students need to learn. There are five components in learning needs. They are input, procedures, setting, teacher's role student's role roles description of each aspect is explained below:

1) Input

Nunan (2004) defines input as the spoken, written, and visual data that students work with to complete the tasks. The input can be anything, and it can be provided by the teacher, textbook, or other resources. The outcomes of the learning input are shown in the table below.

Table 10. Students' opinion about input for listening story-based

Question	Items	N	F	Percentage
The listening input that I want is	a. various types of dialogs, information, stories.	66	31	46.9%
	b. various themes	66	20	30.3%
	c. adapted from many resources (internet, tv, podcast, tv, others)	66	15	22.7%
	d. others.	66	0	0%

From Table 10 above, students liked listening with various types of dialogs, information, and stories as the input. Therefore, the media would provide many types to facilitate them.

Table 11. The Students' preference length of the record/ listening section

Question	Items	N	F	Percentage
In listening activity, the length of the audio or duration that I want is	a. 3 – 7 minutes	66	39	59%
	b. 7 – 10 minutes	66	20	30.3%
	c. 10 – 15 minutes	66	7	10.6%
	d. others	66	0	0%

As seen in Table 11, the majority of students (59%) preferred to listen at around 3 - 7 minutes. Based on the interview with the teacher, he stated that the students usually also provided listening section with 3 – 7 minutes.

2) Procedures

According to Nunan (2004), procedures refer to what the learners should do with the input in the learning process. The results of the learning procedures are presented in the table below.

Table 12. The variety of activities that the students' preferred in listening story-based.

Question	Items	N	F	Percentage
In listening story-based, I want activities such as	a. Answering audio questions (multiple choices)	66	25	37.8%
	b. Gap Fill Exercises.	66	11	16.6%
	c. Answer Questions (finding out event described in audio)	66	11	16.6%
	d. Finding out the meaning of words used in audio	66	28	42.4%
	e. Stop-Describe-Go	66	8	12.1%
	f. Predict What Is Next	66	12	18.1%
	g. Order the Words	66	32	48.4%
	h. Similar Meanings	66	30	45.4%
	i. Grammar Corrections	66	41	62.1%

Students from Table 12 are given the option of selecting three of nine alternatives. Most students chose activities in the form of grammar corrections

(62.1%), orders the words (48,4%), and similar meanings (45.4%). While for the stop-describe-go, there were only (16.6%) students who chose this form.

Therefore, the researcher chose this for the form of the activities. All students' preferences, such as having students listen to an audio (or view a video) and identify a specified amount of grammar problems or providing students with a list of terms. The words or phrases will then be numbered in the sequence in which they were heard, and learners will be asked to listen to the audio, after which group words with similar meanings will be included in the result.

As a result, the researcher chose this as the format for the activities. All students' preferences, such as students being assigned roles and placed in situations they may experience outside of the classroom, students being able to briefly explain a narrative or story they have listened to or read. Students can make up their own stories to tell the class, as well as show them one or two pictures. Then, ask them to describe what's within them. Students go over the image in great depth, discussing the individuals, the scene, the weather, their feelings, and so on. It may be done in groups or individually and is included in the offering.

3) Settings

Nunan (2004) defines settings as the classroom arrangements which are implied in the task. The results of the learning settings are presented in the table below.

Table 13. The students in doing listening tasks

Question	Items	N	F	Percentage
In listening story-based, I want activities such as	a. Individually	66	21	31.8%
	b. In pairs	66	15	22.7%
	c. In a small group (3 – 4 students)	66	18	27.2%
	d. In a big group (5 – 6 students)	66	12	18.1%

From the results, it is shown that the students preferred to work individually and in a small group (3 – 4 students). Therefore, the researcher divided the learning activities into individual tasks and in a small group task.

Table 14. Students preferred place in doing tasks

Question	Items	N	F	Percentage
I like doing the tasks in	a. The library	66	0	0%
	b. The classroom	66	36	54.5%
	c. The house	66	29	43.9%
	d. The language laboratory	66	1	1.5%
	e. Others	66	0	0%

According to the information provided in Table 14 above, 54.5% of students chose to do their tasks in the classroom. As an outcome, the researcher created a product that can be implemented in class.

Table 15. Students' perspectives on story-based listening learning using technology

Question	Items	N	F	Percentage
When I use technology like a smartphone to learn English and undertake listening activities, I feel....	a. very interested	66	17	25.7%
	b. interested	66	19	28.7%
	c. not interested	66	30	45.4%
	d. not very interested	66	0	0%

Table 15 shows that 45.4% students were not interested in using technology like smartphone during the listening learning session. Students prefer to listen through the teacher or in person, also according to teacher interviews, students prefer to perform the listening section from the teacher's interpretation. As an outcome, the researcher will make story-based listening seem pleasurable and interesting for the students.

According to Nunan (2004), teacher's role refers to what kind of teacher that students expect in carrying out tasks. The following table presents the students' choice in teacher's role.

Table 16. The students' choice in teachers role.

Question	Items	N	F	Percentage
In teaching and learning English, I want my teacher to	a. Explain by asking each student one by one.	66	10	15.1%
	b. Before introducing the questions and activities, provide some examples and explanations.	66	29	43.9%
	c. providing motivation before students performing the activities.	66	7	10.6%
	d. Create and distribute engaging learning media.	66	12	18.1%
	e. observe the students when doing the exercises then giving some help.	66	8	12.1%
	f. others.	66	0	0%

According to the tables above, 43.9% of students preferred that the teacher first provide some examples with explanations before the students conducted the exercises, questions, and activities. As an outcome, the researcher's product would begin with an explanation of the content before shifting on to questions.

4) Learner's role

According to Nunan (2004), learners' role is the students' preference role in carrying out the learning tasks. The following table presents students' choice in learner's role.

Table 17. The students' choice in learners role

Question	Items	N	F	Percentage
In English learning process, I like	a. Paying attention to what the teacher is saying	66	20	30.3%
	b. Take a note for the teacher's explanation	66	8	12.1%
	c. Asking to the teacher about when facing a doubt in understanding materials.	66	25	37.8%
	d. Doing the teacher's instructions	66	10	15.1%
	e. Discussing the materials that have been explained by the teacher with friends	66	3	4.5%
	f. others.	66	0	0%

Interview Insights

The research also gathered qualitative data through interviews with both teachers and students. The interviews provided valuable insights into the effectiveness of story-based activities in enhancing students' listening skills.

- a. Teacher Interview: The teacher emphasized that students struggled with processing long and complex listening materials. The teacher noted, "The students have difficulty grasping extensive material during listening sessions that require too much attention." This feedback highlighted the need for simplifying the activities and incorporating shorter, more manageable listening segments.
- b. Student Interview: When asked about their preferences for listening activities, one student stated, "I enjoy the story sessions more because they are interesting and fun." This response indicates that story-based activities enhanced student engagement and made the listening tasks more enjoyable.

Based on the result of the table above, there were 37.8% of students who preferred asking to the teacher about when facing a doubt in understanding materials. The researcher would provide Question and answer section. Thus, there would be opportunity to ask the teacher questions and allow other students to investigate and share their perspectives. As an outcome, it may encourage them to participate in class.

The Course Grid

The course grid was formulated subsequent to the needs analysis, drawing upon the insights gathered from questionnaires and interviews, and adhering to the guidelines of the 2013 Curriculum. It encompassed core competencies, basic competencies, topics, indicators, learning materials, and learning activities. The learning materials were structured to include definitions of the material, social functions, characteristics/language features, and generic structures. Given the focus of this research on on-the-job training activities, descriptive and narrative texts from the school's permanent chapters were identified and utilized to enhance listening and speaking skills through a story-based approach.

The Course Grid: Narrative Text Passive Voice

The topic of the course grid for Unit 2 is "Narrative Text: Passive Voice." This unit is based on core competencies and basic competencies numbered 11.4.1, 11.4.2, and 11.4.3. The title of Unit 1 is "Passive Voice." The primary objective of this unit is to assist students in identifying the definition, structure, and language features of narrative texts. Detailed descriptions of the course grid for Unit 2 can be found in the appendices. Like the previous unit, the teacher is required to greet the students during the pre-teaching of the first unit.

The students were then asked about items they would like to break the ice. According to study data, students like stories that have a personal impact. The teacher is supposed to present students with encouraging and inspiring stories from their personal experiences or from prominent persons in a simple manner. The topic of the research in this example is passive voice in narrative text. The teacher must investigate ways for attracting students' attention in this section. Inquire in such a manner that there is no separation between students and teachers, yet both appreciate one another.

Based on the data students' listening problems include interpreting lengthy information or stories from teachers, other students, and audio recordings. As a way, it is challenging for the teacher to instantly teach this ability. Additional data reveal that the students' preferred activity is role-playing, therefore the teacher may call on one or more students to assist the teacher by impersonating the character in the narrative text. Because there is a vivid representation in front of them, the teacher may continue repeat the tale in the long term and maintain that the student did not mishear. When the role is performed by a friend, this might stimulate their engagement in class, both from topics they are familiar with and the entertaining setting that arises.

In the post-learning, as usual, the teacher said that the narrative passive active is to learn how to employ when we want to highlight the action (the verb) and the object of a phrase rather than the subject. This suggests that the topic is either less essential than the action itself, or that we don't know who or what the subject is.

a. The Storyboard

After establishing the course grid, the next step was to create a storyboard, which serves as a blueprint for designing a listening and speaking story-based approach. The course grid provided guidance in developing the listening-speaking materials. The researcher, using data from the needs analysis, created the course grid based on students' needs and characteristics identified during the needs analysis. This

course grid was then used to develop the storyboard, accompanied by textual explanations of the components and their integration. In this research project, there were two rounds of storyboarding: first, developing the unit design of the materials, and second, laying out the chosen story. The initial step involved developing the unit design of the materials, which consisted of three main aspects and several subparts. These components of the units are represented in Figure 1 below.

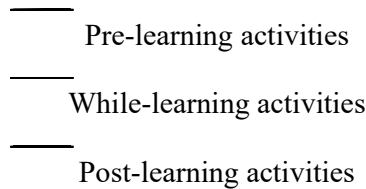


Figure 1. The Unit Design of the Material

The figure above shows the parts of the unit. There are three main parts in total, Pre-learning activities, while-learning activities, and post-learning activities. Here are the complete unit with subunits that contains with Pre-learning activities with warming up, chit-chat, and story simulation. For While-learning activities, speak or listen and practice. For the last is post-learning activities with glossary and reflection.

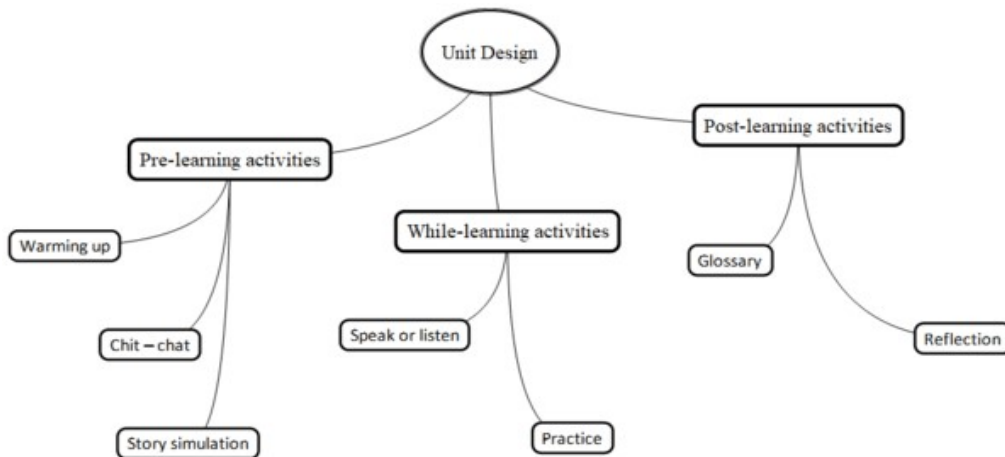


Figure 2. The Unit and Sub-unit Design of the Material

b. The First Draft of the product

The initial draft of the materials was created when the course grid was completed. As previously stated, the created materials were divided into three sections. Each topic was covered in each part. It included listening ability. Each part contained some components, such as the usual section of the learning part, but with a story-based approach to their listening and speaking abilities. Thus, in the three sections, there are sub-units namely

- a) Pre-learning activities: warming-up, chit-chat, and story simulation
- b) While-learning activities: speak or listen and practice

c) Post-learning activities: glossary and reflection

Below is the description of the outline of the designed materials as the first draft.

Table 18. Outline of the first draft of developed materials.

Units	Components' Titles	Activities	Function
1.	Pre-learning activities		
	Warming up	The teacher greets the students as well as inquiries about their well-being and what they recall from the previous lesson.	To establish the interaction among learners and their teacher as well as linked to the prior lesson.
	Chit – chat	The teacher merely makes the conversation more engaging by asking them questions about areas that they may be interested in. It might be viral or entertaining information. Talk to students like friends while maintaining mutual respect.	to build the bonds between teachers and students may encourage students to be more involved in class and just bold enough to offer their ideas.
	Story simulation	The teacher offers a brief story about the narrative text passive voice.	to create the students understanding about the subject matter.
	While-learning activities		
	Speak or listen	The teacher picks students at random or invites volunteers to share a short narrative in their own words that is like the teacher's previous story. Students can change the figure, but they would still be on the path to narrative text	to developed students' confidence, present them a try to performance, and provide them critical thinking to give feedback. It may also enhance both listening and speaking abilities.

	passive voice. Others may listen and comment while a student is giving the story. This pattern can only be used twice or once, depending on how it works in practice.	
Practice	The teacher asks students to form groups of three to four individuals to do the assignment.	to practice the topic that has elaborated.
Post-learning activities		
Glossary	The teacher asks students what they think about from today's lesson. All general information is fine as long as it does not cross the line into the substance.	to exercise capability of comprehend the material regarding the lesson or just make them feels like validated to participate in class.
Reflection	The teacher explains why this subject is essential to them.	to make them consider how useful the topic is.

c. The Product Design

The product was developed based on the results of a questionnaire distributed to students. When the students have learned the content, they can click the link to the video that retells the unit and to check the task that its already provided in appendix.

d. The Result of the Expert Judgment and Revisions.

After completing the initial draft of the story-based product, the subsequent step involved conducting an expert evaluation to assess the product's quality. In this study, the product underwent evaluation by an expert, who was a lecturer in the English Language Education Department of Yogyakarta State University.

The evaluation aimed to determine the product's suitability in terms of both content and media. The content evaluation encompassed three key elements: relevance of content, language proficiency, and presentation style. Detailed explanations of the expert judgment results, and revision recommendations are provided in the subsequent sections.

e. The Results of Expert Judgment and Revisions

The Appropriateness of the Materials.

The first aspect to be evaluated is the appropriateness of the content. The following table shows the results of the expert judgment analysis of the content appropriateness of the developed materials for this unit.

Table 19. The appropriateness of the content of unit 2

No.	A. The Appropriateness of the Content	
	Items	Score
1.	The developed learning materials are appropriate to the Merdeka Curriculum for the eleven-grade students of SMK N 3 Yogyakarta.	4
2.	The developed learning materials are relevant to the course grid design.	4
3.	The learning materials (text, picture, attachment, etc.) are relevant to the discussed topics.	4
4.	The developed learning materials are relevant to the students' needs for the eleven-grade students.	5
5.	The developed learning materials contain vocabulary, pronunciation, and grammar components in accordance with the topic being discussed.	5
6.	The developed learning materials contain activities that guide the students to improve their ability to communicate using English.	4
7.	The developed learning materials include guidance that engages the students to communicate using English based on the context, such as comprehend about descriptive text, identify and analyse purpose, structure, social function, and linguistic features.	4
Mean (\bar{X})		4
B. The Appropriateness of the Presentation		
8.	The developed learning activities encourage the students to learn English.	4
9.	The developed learning activities are arranged systematically (warming up, main activity, and reflection).	4
10.	The developed learning materials and activities follow the steps for developing PPP (Presentation, Practice, Production) materials.	5
11.	The developed learning activities are related to the students' needs.	5
12.	The developed learning materials in the form of texts, learning activities, and images are balanced with each other.	4
13.	The developed learning activities include exercises that help students to improve their listening and speaking skills.	3
14.	The developed learning activities encourage students to be responsible for their learning process.	4

15. The developed learning activities assist students in identifying their strengths and weaknesses when completing learning tasks.	4
16. Each chapter of the developed learning material includes a statement of learning objectives.	5
17. The developed learning activities are interesting for the students.	5
Mean (\bar{X})	4
C. The Appropriateness of the Language	
18. The students easily understand the language used for instruction.	4
19. The developed learning materials are produced in grammatical English.	4
20. The developed learning materials use appropriate word choices.	5
21. The language used in the developed learning materials is understandable to students.	4
22. The developed learning materials are coherently organized to the next materials.	4
23. The language used in the developed learning materials is relevant to the students' cognitive development.	5
Mean (\bar{X})	4
D. The Appropriateness of the Media	
24. The cover is interesting and full color.	5
25. Slide elements (title, subtitle, text, illustrations, image captions, page numbers) are placed in the proportional part.	4
26. The developed learning materials illustrations aid in making the materials presentation more understandable.	4
27. The font provided is not too much.	5
28. Variation of words (bold, capital, italic) is not too much.	5
29. The overall visual design of the developed learning materials is appealing.	5
Mean (\bar{X})	5

f. The Revision from The Results of Expert Judgement

Based on the judgment, Unit 1 of English supplementary learning materials for the eleven- grade students the title ““Descriptive Text: Biography ‘Who was B.J.Habibie’” is:

- Not Appropriate
- Appropriate without revision
- Appropriate with revision

Table 20. The revision from the expert unit 2

The part that must be revised	Suggestion
a. Re-consider the learning objectives in the course grid.	a. Please refer to Bloom's Taxonomy of operational verbs.
b. Use more appropriate pictures if possible.	

-
- They are still relevant, but they some pictures that I believe are more suitable for your draft.
- b. See the comment section in both the power point and the course grid.
- c. There are some adjustments in the activities, you may add, reduce, or change the activities completely.
- d. Consider proofreading the draft. Pay attention to the grammar and mechanics.
-

g. Producing the Final Product

The last step, after getting feedback from expert judgement, was producing the final draft. The product was revised by suggestions from the expert. After being revised, the draft became the final product of this study.

1) Unit 1: Narrative Text

The learning objectives in the course grid are based on the school module. Each exercise is reinforced by appropriate visuals, certain tasks are entirely reduced to correlate with the learning purpose, and the lecture is adjusted accordingly. And, to make it complete, the draft has already undergone proofreading since the grammar and mechanics have been updated.

The findings of this study underscore the effectiveness of story-based listening activities in enhancing the listening skills of Vocational Students in Yogyakarta. This section discusses the implications of these findings, their alignment with existing literature, and potential areas for further research.

DISCUSSION

Improved Engagement and Motivation

The findings indicate a significant increase in student engagement and motivation, which is consistent with previous research on the benefits of story-based learning. Brewster and Ellis (2002) emphasize that stories are inherently engaging and can create a positive learning environment. In this study, students reported feeling more motivated and interested in the lessons, particularly due to the engaging nature of the story-based activities. One student mentioned, "I enjoy the story sessions more because they are interesting and fun," highlighting how the narrative structure of stories captured students' attention and transformed passive listening exercises into dynamic, engaging learning experiences.

Enhanced Listening Skills

The improvements in listening skills, as evidenced by both qualitative and quantitative data, support the effectiveness of story-based activities in enhancing students' listening comprehension. This finding aligns with Cameron (2001), who suggests that contextualized learning through stories aids in language acquisition and comprehension. In this study, students' listening skills improved significantly, with 63.6% of students reporting increased confidence in understanding native speakers. This demonstrates the effectiveness of story-based learning in helping students retain and understand spoken information.

Relevance to Vocational Education

The relevance of story-based activities to vocational education was one of the strongest aspects of this study. By incorporating real-life situations and vocationally relevant scenarios, the story-based activities not only enhanced language skills but also prepared students for practical use of English in their future careers. The vocational context of the study aligns with the findings of Aly (2021), who found that story-based approaches are particularly effective in teaching language skills to vocational students, as they provide contextually meaningful content. Both students and teachers in this study highlighted the practical value of the lessons, with one teacher commenting, "Students were more interested in the lessons when they saw how it applied to their future careers."

Challenges and Considerations

Despite the positive outcomes, several challenges were noted during the implementation of story-based activities. Teachers expressed initial difficulty in adapting stories to fit lesson objectives and student needs, which resonates with findings from previous studies, such as those by Moosazadeh & Motallebzadeh (2017), who emphasized the challenges of integrating stories into language lessons. However, these challenges were mitigated over time as both teachers and students became more accustomed to the new teaching approach. Future research could focus on identifying strategies to streamline the development process for story-based activities, as well as provide additional professional development for teachers to enhance their ability to implement this innovative method.

Future Research Directions

Future research could explore the long-term effects of story-based learning on various aspects of language acquisition, including speaking, reading, and writing. This would provide a more comprehensive understanding of the benefits of story-based learning beyond listening skills. Additionally, studies could investigate the scalability of this approach across diverse educational contexts and student populations. The integration of technology into story-based learning, such as digital storytelling platforms or online collaborative tools, could also open new opportunities for enhancing language education. Research by Smeda et al. (2014) highlights how technology can facilitate differentiated instruction and provide interactive ways for students to engage with the content.

In conclusion, the findings from this study underscore the potential of story-based listening activities in improving the listening skills and overall engagement of vocational students in Yogyakarta. These results align with previous research that supports the effectiveness of story-based learning in language education. By addressing the specific needs of vocational students and providing contextually relevant learning experiences, this approach can contribute significantly to enhancing English language education in vocational high schools.

CONCLUSION

This study set out to investigate the development and effectiveness of story-based listening activities for Vocational Students in Yogyakarta. Guided by the ADDIE model, the research aimed to address the students' English language learning needs by designing, implementing, and evaluating engaging and practical listening

exercises based on storytelling. The findings of this study indicate that story-based activities significantly improve students' listening skills and overall engagement in English lessons.

The qualitative data gathered through classroom observations, interviews, and open-ended questionnaires revealed that students found the story-based activities highly engaging and motivating. The narrative structure of the stories captured their interest and made the learning process more enjoyable. Furthermore, the practical relevance of the stories to real-life and vocational contexts enhanced the applicability of the lessons, making them more meaningful for vocational high school students.

Quantitative data from pre- and post-implementation questionnaires and final tests showed significant improvements in students' listening comprehension. For example, the percentage of students who felt confident in their listening abilities and enjoyed English lessons increased markedly, with test scores demonstrating substantial gains. This indicates that students were better able to understand and retain spoken English, aligning with the goal of enhancing their listening skills.

In conclusion, the story-based listening activities developed in this study significantly enhanced the listening skills and engagement of Vocational Students in Yogyakarta. This research contributes to the field of English language education by demonstrating the potential of story-based learning to create more effective and enjoyable learning experiences. By addressing the specific needs of vocational students and providing practical, relevant learning opportunities, this approach can better prepare students for success in the globalized world. Future research should explore the long-term impacts of story-based learning and its applicability to other language skills and educational contexts, as well as strategies to support teachers in implementing these methods effectively.

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